



# History subject outline

First examinations 2010

This document explains the major features of the course, and outlines the syllabus and assessment requirements.

More detailed information about the course can be obtained by referring to the guide for this subject, which is available on the subject page of the IB online curriculum centre (OCC) website (<http://occ.ibo.org>) and can also be purchased from the IB store (<http://store.ibo.org>).

# Nature of the subject

Group 3 subjects study individuals and societies. More commonly, these subjects are collectively known as the human sciences or social sciences. In essence, group 3 subjects explore the interactions between humans and their environment in time, space and place.

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

Diploma Programme history consists of a standard level (SL) and higher level (HL) core syllabus comprising an in-depth study of an individual prescribed subject and the selection of two topics. Students and teachers have a choice of route 1 that explores the main developments in the history of Europe and the Islamic world (from 500 to 1570) or route 2 that encompasses the main developments in 20th century world history. At HL students select from a range of optional syllabuses that cover a wider time span encouraging in-depth study.

Thus Diploma Programme history provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

The content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.

The international perspective in Diploma Programme history provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

## Prior learning

Students need not have studied history prior to starting this course. In particular, it is neither expected nor required that specific subjects have been studied for national or international qualifications in preparation for this course. The specific skills and knowledge required are developed throughout the course itself.

## Links to the Middle Years Programme

History is a popular subject in both the Middle Years Programme (MYP) humanities course and in the Diploma Programme. Both courses seek to develop intercultural awareness through the study of contrasting cultures. The use of a range of historical sources and the communication of historical knowledge and judgments are encouraged and developed in the MYP humanities course and extended in the more specialized exploration of history in the Diploma Programme. MYP students explore concepts and skills that are further developed in the Diploma Programme history course. Key concepts in the MYP humanities course of time, place and space, change, systems and global awareness are extended into the specific demands of the Diploma Programme history syllabus. The MYP also develops technical, analytical, decision-making and investigative skills, all of which are required for a study of history.

# Aims

## Group 3 aims

The aims of all subjects in **group 3, individuals and societies** are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

## History aims

The aims of the **history** course at SL and HL are to:

7. promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
8. encourage an understanding of the present through critical reflection upon the past
9. encourage an understanding of the impact of historical developments at national, regional and international levels
10. develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.

# Syllabus outline

## Route 1

Syllabus component	Approximate hours	
	SL	HL
<b>History of Europe and the Islamic world—prescribed subjects</b> 1. The origins and rise of Islam c500–661 2. The kingdom of Sicily 1130–1302	40	40
<b>History of Europe and the Islamic world—topics</b> 1. Dynasties and rulers 2. Society and economy 3. Wars and warfare 4. Intellectual, cultural and artistic developments 5. Religion and the state	90	90
<b>HL option</b> 1. Aspects of the history of medieval Europe and the Islamic world		90
<b>SL/HL internal assessment</b> Historical investigation	20	20
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>

## Route 2

Syllabus component	Approximate hours	
	SL	HL
<b>20th century world history—prescribed subjects</b> <ol style="list-style-type: none"> <li>1. Peacemaking, peacekeeping—international relations 1918–36</li> <li>2. The Arab–Israeli conflict 1945–79</li> <li>3. Communism in crisis 1976–89</li> </ol>	40	40
<b>20th century world history—topics</b> <ol style="list-style-type: none"> <li>1. Causes, practices and effects of wars</li> <li>2. Democratic states—challenges and responses</li> <li>3. Origins and development of authoritarian and single-party states</li> <li>4. Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states</li> <li>5. The Cold War</li> </ol>	90	90
<b>HL options</b> <ol style="list-style-type: none"> <li>2. Aspects of the history of Africa</li> <li>3. Aspects of the history of the Americas</li> <li>4. Aspects of the history of Asia and Oceania</li> <li>5. Aspects of the history of Europe and the Middle East</li> </ol>		90
<b>SL/HL internal assessment</b> Historical investigation	20	20
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>

# Assessment outline—SL

## First examinations 2010

Assessment component	Weighting
<b>External assessment (2 hours 30 minutes)</b>	<b>75%</b>
<b>Paper 1 (1 hour)</b>	<b>30%</b>
Route 1: Two prescribed subjects, Route 2: Three prescribed subjects Four short-answer/structured questions Assessment objectives: 1–3 (25 marks)	
<b>Paper 2 (1 hour 30 minutes)</b>	<b>45%</b>
Routes 1 and 2: Five topics Two extended-response questions Assessment objectives 1–4 (40 marks)	
<b>Internal assessment</b>	<b>25%</b>
<ul style="list-style-type: none"><li>• Historical investigation on any area of the syllabus</li><li>• Approximately 20 hours</li></ul> Assessment objectives 1–4 (25 marks)	

# Assessment outline—HL

## First examinations 2010

Assessment component	Weighting
<b>External assessment (5 hours)</b>	<b>80%</b>
<b>Paper 1 (1 hour)</b>	<b>20%</b>
Route 1: Two prescribed subjects, Route 2: Three prescribed subjects Four short-answer/structured questions Assessment objectives: 1–3 (25 marks)	
<b>Paper 2 (1 hour 30 minutes)</b>	<b>25%</b>
Routes 1 and 2: Five topics Two extended-response questions Assessment objectives 1–4 (40 marks)	
<b>Paper 3 (2 hours 30 minutes)</b>	<b>35%</b>
Three extended-response questions Assessment objectives 1–4 (60 marks)	
<b>Internal assessment</b>	<b>20%</b>
<ul style="list-style-type: none"> <li>• Historical investigation on any area of the syllabus</li> <li>• Approximately 20 hours</li> <li>• Assessment objectives 1–4</li> <li>• (25 marks)</li> </ul>	